Rapport

RoadMap for improving the quality and responsiveness of VET – Theory and Practice

Curriculum for Training Materials:

Developing Green Skills



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1. Introduction

This curriculum is based on the European Sustainability Competence Framework (GreenComp) and directly responds to the labour market needs identified in the RAPPORT Aggregate Report.

GreenComp provides a common reference for education and training providers to support learners in developing the knowledge, skills and attitudes needed to think, plan and act with empathy, responsibility and care for the planet. It is organised into four competence areas and twelve interrelated competences, making it suitable for curriculum design, assessment and microcredential development.

Evidence from employers across partner countries shows that green competences are increasingly valued when they are linked to practical organisational impact, especially in relation to waste reduction, resource efficiency, logistics optimisation, compliance with environmental standards and the ability to apply and initiate green practices in daily operations.

In response, this curriculum adopts a competence-based, workplace-oriented and inclusive approach aligned with GreenComp, EQF Level 5 descriptors and the RAPPORT requirement to develop transversal, modular and asynchronous materials usable across different VET sectors.

The programme is introductory in nature and intended to accompany any VET programme. It is also designed to be culturally relevant, gender sensitive and inclusive of learners from different socioeconomic backgrounds, with accessible language, relatable workplace examples and diverse sectoral scenarios.

2. Aim and objectives

2.1. Aim

The aim of this training programme is to develop applied green competences aligned with the European Sustainability Competence Framework (GreenComp), directly responding to the labour market needs identified in the RAPPORT Aggregate Report.

The programme strengthens learners' ability to understand sustainability challenges and translate them into responsible workplace behaviours, practical improvements and collaborative action, supporting employability, adaptability and sustainability-oriented performance at EQF Level 5.

2.2. Objectives

At the end of the training learners will be in a position to:

In terms of knowledge:

1. Define sustainability as a transversal competence in VET and identify the four GreenComp competence areas.
2. Describe the main sustainability priorities relevant to workplaces, communities and VET sectors.
3. Explain the interrelationships between environmental, social and economic dimensions of sustainability.
4. Classify sustainability issues according to values, complexity, futures and action perspectives.
5. Explain the role of systems thinking, critical thinking and problem framing in sustainability-related decision-making.
6. Identify the principles of circular economy, prevention, reuse, repair and responsible consumption.
7. Describe the links between sustainability, fairness, inclusion, intergenerational responsibility and respect for nature.
8. Explain the importance of futures literacy, adaptability and exploratory thinking in sustainability transitions.
9. Recognize the role of individual initiative, collective action and civic or organisational participation in promoting sustainability.

In terms of skills:

1. Apply a sustainability lens to workplace situations in order to identify risks, inefficiencies and opportunities for improvement.

2. Analyze sustainability-related problems by examining connections among actions, stakeholders and processes.
3. Assess information, claims and workplace practices in order to distinguish sustainable from unsustainable choices.
4. Organize sustainability challenges by identifying causes, effects, actors and possible responses.
5. Select appropriate solutions for waste reduction, resource efficiency and greener daily operations.
6. Use circular and preventive thinking to improve routine workplace tasks and resource use.
7. Compare alternative future scenarios and propose realistic steps toward more sustainable behaviours.
8. Adapt behaviours and decisions in response to sustainability-related uncertainty, change and trade-offs.
9. Develop simple collaborative green actions in workplace or training contexts.
10. Design a small-scale action plan to address a sustainability issue in a practical context.

In terms of attitudes:

1. Value responsibility, care and commitment toward the environment, the community and future generations.
2. Demonstrate openness to changing unsustainable habits and adopting alternative solutions.
3. Support fairness, inclusion and shared responsibility in sustainability-related decisions.
4. Show curiosity and willingness to learn from different perspectives on sustainability challenges.
5. Exhibit proactive engagement in promoting greener choices in everyday life and workplace contexts.
6. Value collaboration and participation as key conditions for sustainable transition.

2.3. List of topics

Topic 1 - Introduction to Sustainability and GreenComp

- Introduction to sustainability and GreenComp
- GreenComp as the European sustainability competence framework
- The four GreenComp competence areas and the twelve competences
- Using the curriculum across countries through a shared framework and local adaptation
- What sustainability means in practice in education, work and everyday life
- Sustainability as a transversal competence for all sectors, roles and countries
- Why green competences matter for employability and organisational performance
- GreenComp as a curriculum organiser for learning, teaching and assessment
- The four competence areas as a learning journey from values and understanding to futures and action
- A simple workplace sustainability lens
- Inclusion, fairness and respect for diversity in sustainability education
- Sustainability in different sectors and routine workplace contexts
- From awareness to practical green action

Topic 2 - Values, Fairness and Nature

- Valuing sustainability and the role of values in professional choices
- Supporting fairness through equity, justice and intergenerational responsibility
- Promoting nature and recognising humans as part of nature
- Personal, social and ecological values in sustainability
- Social inclusion and the green transition
- Ethical reflection in daily choices and workplace routines
- Recognising tensions between convenience, cost and sustainability
- Intergenerational responsibility and long-term thinking
- Respect for nature, ecosystems and other species
- A simple values-based decision check
- From awareness to value-based action

Topic 3 - Systems Thinking, Critical Thinking and Problem Framing

- Why sustainability problems are complex

- Systems thinking and the analysis of parts, relationships, patterns and feedback
- What systems thinking pays attention to in workplace practice
- Critical thinking and questioning assumptions, claims, evidence and routines
- Questions that support critical thinking
- Problem framing and the importance of defining the challenge clearly
- A practical problem-framing sequence
- Stakeholder mapping in basic sustainability issues
- Using evidence to understand inefficiencies and impacts
- Waste, energy, logistics and resource use as systems
- Common analysis mistakes in sustainability-related problem solving

Topic 4 - Futures, Adaptability and Exploratory Thinking

- Futures literacy and the ability to imagine and use different futures
- Thinking beyond the short term in sustainability decisions
- Probable, possible and preferred futures
- Adaptability in response to change, uncertainty and new evidence
- What adaptable workers tend to do
- Exploratory thinking and structured experimentation
- A small-scale exploration cycle
- Introduction to circular economy
- Everyday circular principles such as reduce, reuse, repair and rethink
- Looking at workplace processes from an improvement perspective
- Balancing trade-offs in sustainability decision-making
- Creativity and innovation for sustainability solutions

Topic 5 - Green Practices in Daily Operations

- From competence to daily practice
- Waste reduction in routine activities
- Where waste often appears in operations
- Resource efficiency in materials, energy and water use

- Energy and water efficiency in simple terms
- Sustainable logistics and operational optimisation
- Environmental compliance and employee responsibility
- Preventive action to reduce negative impacts
- Sustainable procurement in everyday terms
- Responsible use of consumables
- Green habits in offices, workshops, labs and services
- Identifying unsustainable practices
- Monitoring simple sustainability improvements
- How green skills improve organisational performance

Topic 6 - Acting for Sustainability

- Why action matters in sustainability learning and practice
- Individual initiative in workplace and daily sustainability action
- Collective action and shared responsibility
- Political agency in simple terms
- Three levels of sustainability action: self, team or organisation, community or civic
- From passive awareness to active contribution
- Mobilising others through example and communication
- Working with stakeholders, peers and communities
- Creating small-scale action plans
- Barriers to change and ways to respond constructively
- Overcoming resistance through shared problem solving
- Personal commitment and improvement planning
- Acting for sustainability through realistic and collaborative action

2.4. Training techniques used

☒ Lecture

☒ Questions and answers

☒ Exercise

☐ Brainstorming

☒ Case study (Workplace-Based Scenarios)

2.5. Module Evaluation

- A learning evaluation tool through a multiple choice test (10 questions)